Unit 25: Employee Training in Hospitality

Delivery guidance

This unit provides an introduction to the training function within hospitality organisations. It examines the reasons for training and the costs and benefits of training to an organisation. Learners will learn about the training cycle, which will enable them to understand the principles of strategic training design.

In this unit, learners will also plan a short training session and produce the accompanying training materials. Learners will deliver their planned session in a professional manner and build relationships with their delegates. Learners will reflect on their performance post-delivery, using an appropriate evaluation model.

Approaching the unit

To complete this unit, learners will need access to a range of research materials, which could include sources of information and tools on the internet, journals or magazines, and books.

You could use a range of delivery methods in this unit, including:

- discussions, for example, class and small group discussions on the reasons for training
- individual or group presentations, for example, to cover the training cycle
- case studies, for example, to illustrate the costs and benefits of training
- videos, for example, to illustrate training techniques.

Learners will benefit from visits to different hospitality businesses and the involvement of local businesses, so they can gain an insight into how the businesses work. You can involve local employers by:

- inviting them as guest speakers
- inviting them to be in the audience for learner presentations
- asking them to contribute to case study material
- asking them to supervise work experience for learners
- asking them to provide business materials as exemplars
- asking them to mentor learners.

Learning aim A

Learning aim A introduces learners to training and development in the workplace, why employers train their employees, and the costs and benefits of this training. This learning aim also explores the training cycle and considers the benefits of taking a systematic approach to training. Learners will gain investigative, analytical and evaluative skills, which will assist them in completing the presentation required for this learning aim.

You could deliver this learning aim using presentations and videos to provide the basic knowledge learners will need. You could invite guest speakers to put the knowledge into context, and then give learners the opportunity to practise presenting to a group to show what they have learned and receive feedback.

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Learning aim B

Learning aim B examines the different types of training and instructional design. The learning aim is practical in its nature and learners will plan a training session. Learners will be able to apply the knowledge gained from learning aim A and they will build on their planning and resource development skills to create professional training sessions.

You could give learners exemplar training programs, invite guest speakers and deliver presentations to provide the basic knowledge they need.

Learning aim C

Learning aim C is also practical in nature and allows learners to deliver the training sessions they planned in learning aim B. Learners will also learn to evaluate the delivery of their training session, using feedback from fellow learners and tutors. They will develop their training delivery, assessment and evaluation skills to deliver a professional training session and assess its success.

Discussions, role play exercises and practice sessions with feedback from mock participants would be a good way to deliver this aim.

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Assessment model

Learning aim	Key content areas	Recommended assessment approach
A Investigate training and development in hospitality businesses	**A1** Training and development **A2** Reasons for training **A3** Costs and benefits of training and development **A4** The training cycle	Evidence will be in the form of a presentation that will examine the importance of providing training opportunities to staff and how the principles of strategic training design benefit both individuals and the business.
B Plan an appropriate training session	**B1** Types of training **B2** Instructional design **B3** Plan a training session	
C Deliver and evaluate an appropriate training session	**C1** Deliver a training session **C2** Evaluate the success of the training session	Learners will plan a training session that they will then deliver and evaluate. Evidence will be in the form of planning documents, feedback from delegates and managers and a report that evaluates the success of otherwise of the training session.

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Assessment guidance

The assessment for this unit is internal. The recommended assessment is through two assignments, one for learning aims A and B, and one for learning aim C.

An assignment is a distinct activity, completed independently by learners, that is separate from teaching, practice, exploration and other activities that learners complete with direction from tutors. All learners must independently generate individual evidence that can be authenticated.

Learning aim A requires learners to investigate training and development. They should create a presentation to:

- examine the importance of training to a business and its staff
- examine how strategic training design principles can benefit the business and individuals within it
- explore the reasons why hospitality businesses invest in the training and development of their staff
- explore the typical costs associated with providing training and development
- evaluate the benefits of providing training.

Learning aim B requires learners to consider the different types of training and instructional design. They will then use this knowledge to plan a short training session. Learners are expected to develop and design all the training materials and documents required for the delivery of their session, including:

- handouts
- worksheets
- presentation
- any physical resources.

Learning aim C requires learners to deliver their planned training session in a professional manner, building a relationship with their delegates. Learners are required to evaluate the success of the training session by applying Kirkpatrick's and other evaluation models. Learners are expected to collect feedback from their delegates to assist with this evaluation. They should write a report that assesses the success of their session, using the feedback they have collected.

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Getting started

This gives you a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

Unit 25: Employee Training in Hospitality

Introduction

Begin by providing an overview of the unit, including what your learners will study and how they will be assessed. This delivery guide assumes learners have no prior knowledge of the training function within hospitality organisations.

Learning aim A: Investigate training and development in hospitality businesses

- Use a presentation to introduce the learning aim and explain how it will be assessed.
- Start by defining strategic training and development, then ask learners to work in pairs to list some familiar businesses. They can then create a list of reasons why each business would need to train its staff. Ask learners to share their ideas with the class, then create a spider diagram to visually represent all of their suggested reasons for training staff.
- Use a presentation to add to learners' suggestions and to provide a full account of the reasons for training.
- Use a presentation to introduce the concept of the costs and benefits of training and development. Ask learners to collaborate in small groups to discuss costs versus benefits. Ask learners to consider the following questions and to share their ideas by creating and delivering a presentation.
    - Why do some businesses spend so much on training?
    - What would be the outcomes if these businesses did not invest in training?
    - How can businesses with small budgets ensure their staff are well-trained if they do not have the opportunity to follow company training programs?
- Use a presentation to introduce the training cycle. Explain that this systematic approach can be a benefit to the business.
- Initiate a discussion about how businesses can identify training needs and give learners examples of checklists a business could use. For example, there is a training needs assessment worksheet available on the MindTools website (in the worksheets section). Use a case study to illustrate the use of training needs analysis.
- Ask learners to complete a training needs analysis on a job with which they are familiar. They can discuss their findings within a small group. How would filling any skills gaps benefit both the employee and the employer? Learners present their findings to the group for peer and tutor review.
- Use a short presentation to introduce the SMART concept for setting aims and objectives. Select a few basic learning aims and ask learners to write a SMART objective for each one.
- YouTube has a number of videos that discuss training design. Search for 'simple training design' to find a video suitable for your learners.
- Use a presentation to discuss the last three steps in the cycle:
    - deliver training
    - evaluate training
    - review the training cycle.
- If possible, invite a human resource practitioner as a guest speaker. They could talk about the training and development strategies they employ within their businesses and the reasons for

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doing this. Learners can prepare questions for the speaker ahead of their visit. Use a worksheet to allow learners to capture information.

- Check learning using a quiz or test.

Learning aim B: Plan an appropriate training session

- Use a presentation to introduce the learning aim and explain how it will be assessed.
- Give learners examples of training and development programs offered by a variety of businesses, to promote their understanding of the wide range of different types of training offered.
- Lead a class discussion about these programs, looking at case studies to consider their strengths and weaknesses.
- If possible, invite a guest speaker to talk about training and development. Learners should ask questions about the approach taken by the guest speaker's business, why that approach is used and whether it is successful. Learners could use a worksheet to capture information, and then write a short report on what they have learned.
- Ask learners to work in small groups to discuss the training and development they have experienced in their part-time jobs, through volunteering, on work experience or in education. Ask them to discuss:
    - which types of training they enjoyed and why
    - which types of training they found most and least effective and why
    - what they liked and did not like about the training they received.
- Within their groups, learners should record which methods they felt were the most effective and least effective, giving reasons for their choices. They should then present their findings to the class for discussion.
- Use a presentation to confirm the range of training types, including the strengths and weaknesses of each training method and the most appropriate times to use different methods.
- Use a presentation to introduce Gagné's model of instruction.
- A simple example lesson plan using Gagné's model is available online (search for 'kindeteachers blog Gagne's Nine Events'). This breaks down the model into simple terms, allowing learners to form an understanding; while the lesson is simple, it is an excellent example to use with your learners.
    - Design a template using this example, so that learners can start to plan their own practice lessons or training plans. Ask learners to use the template to plan a simple 10–15-minute session using Gagné's model. It might be useful for you to set the subject of the session, so learners can compare and contrast their session plans and the detail they have included.
    - Create your own exemplar plan for the same session. Share this with learners, discuss the differences between your plan and their plans and provide feedback to learners.
    - You could repeat this exercise a number of times to allow learners to practise with different topics. As an extension, learners could plan more complex sessions.
- Ask learners to think about the training materials they will need to design to support their plan/training session. Learners can share their ideas with the class while you capture responses on a flip chart or whiteboard for discussion.
- Provide some examples of training materials, including handouts, worksheets, presentations and physical resources.

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- Ask learners to start designing training materials for a practice lesson plan. (This could be any plan they have created so far.) If possible, provide access to IT facilities, so these resources can be designed to a professional standard. Allow learners to present their materials to the class for discussion, and give constructive feedback to allow learners to make improvements where required.
- While this unit aims to provide an overview of training in the workplace, it might be worth introducing Kolb's 4-step learning model and its associated learning styles. This could help when learners start to plan their sessions for assessment.
- Check learning using a quiz or test.
- Issue the assignment brief and allow time for learners to complete the task for learning aims A and B.

Learning aim C: Deliver and evaluate an appropriate training session

- Use a presentation to introduce the learning aim and explain how it will be assessed.
- Have a class discussion about the physical environment needed for the delivery of the training sessions. Requirements relating to space, layout and health and safety will vary depending on the subject and the type of training being delivered. Learners could practise different layouts.
- Have a class discussion about how to collect feedback on the training session and what feedback is required. In small groups, learners can discuss how this will work in their practical sessions, then share any issues with the class.
- Use a presentation to introduce Kirkpatrick's four-level evaluation model. Ask learners if this model affects the feedback they need to collect.
- In small groups, learners can design feedback questionnaires. They should then share their work with the class, and exchange ideas and feedback. Give constructive feedback on the learners' questionnaires and allow them time to make amends. Take the best questionnaires and use them to create an exemplar to use with learners' training sessions.
- Allow learners to work individually to practise delivering their training sessions (or parts of them). Give feedback, and allow other learners to share feedback and participate in the sessions. This will allow learners to produce a written evaluation of their sessions. Ensure learners are aware that:
    - the sessions must be interesting
    - their knowledge of the subject must be sound
    - their voice must be clearly heard.
- Have a short discussion with learners about the atmosphere they should aim to create in their sessions:
    - atmosphere is positive, enthusiastic, purposeful and warm
    - inclusivity – efforts are made to value and include all learners
    - rapport – efforts are made to achieve mutual respect
    - relationships between students are good or developed.
- Issue the assignment brief and allow time for learners to complete the task for learning aim C.

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Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

This unit links to:

- Unit 1: The Hospitality Industry
- Unit 24: Recruitment and Selection in Hospitality.

Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC Nationals in Hospitality. Check the Pearson website (qualifications.pearson.com/endorsed-resources) for more information as titles achieve endorsement.

Textbooks

All suitable for readers aged 16+

- Biech, E. *Training for Dummies*, Wiley Publishing Inc, 2005, ISBN 978-0-764-55985-3 – This gives a straightforward, introductory guide to personnel training and development, including useful material on adapting to different learning styles.
- Matthews, A., *How to Design and Deliver Great Training*, CreateSpace Independent Publishing Platform, 2012, ISBN 978-1-480-21628-0 –
  A comprehensive practical guide covering all key aspects of training design and delivery, which also contains some valuable accompanying resources.

  Noe, R., *Employee Training & Development, 7th edition*, McGraw-Hill Education, 2017, ISBN 978-0-078-11285-0 – A comprehensive textbook which covers all key topics, including training design, strategy, methods and evaluation. It also includes a useful range of extended topics, such as managing diversity.

Websites

- BusinessBalls – This website contains some useful and free learning and development resources.
- Business Case Studies – This is a free resource which includes case studies on training and development.
- The Chartered Institute of Personnel and Development (CIPD) – CIPD is the professional body for HR and people development. This website has a range of free resources.
- Kirkpatrick Partners – This website has details of the stage evaluation model.
- MindTools – This website offers some useful examples of training needs assessment worksheets.
- tutor2u – This website is an online reference library containing study notes, including information on on-the-job, off-the-job and induction training.

Pearson is not responsible for the content of any external internet sites. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutors bookmark useful websites and consider enabling students to access them through the school/college intranet.